



**Dennis M. Walcott**  
*Chancellor*

### **Public Comment Analysis**

Date: April 25, 2012

Topic: The Proposed Re-Siting and Co-Location of Kindergarten through Fourth Grades of Bronx Success Academy Charter School 1 (84X493) with M.S. 203 (07X203), Bronx Academy of Letters (07X551), and P168X (75X168) in Building X183, Beginning in the 2012-2013 School Year

Date of Panel Vote: April 26, 2012

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### **Summary of Proposal**

The New York City Department of Education (“DOE”) is proposing to re-site and co-locate grades kindergarten through four of Bronx Success Academy Charter School 1 (84X493, “BSA 1”), an existing public charter school, in school building X183, located at 339 Morris Avenue, Bronx NY 10451, in Community School District 7 (“District 7”), beginning in the 2012-2013 school year. BSA 1 is currently located in building X030 at 510 East 141<sup>st</sup> Street, Bronx, NY 10454, also in District 7, where it is co-located with P.S. 30 Wilton (07X030, “P.S. 30”), an existing zoned elementary school that serves students in grades kindergarten through five and offers a full-day pre-kindergarten program.

If this proposal is approved by the Panel for Educational Policy (“PEP”), BSA 1 will vacate its space in building X030 and be re-sited to building X183. BSA 1 will be co-located in building X183 with M.S. 203 (07X203, “M.S. 203”), an existing district middle school serving students in grades six through eight, Bronx Academy of Letters (07X551, “Bronx Letters”), an existing district secondary school serving students in grades six through twelve, and P168X (75X168, “P168X”), a District 75 program serving students who are autistic, intellectually disabled, or have multiple handicaps. A “co-location” means that two or more school organizations are located in the same building and may share common spaces like auditoriums, gymnasiums, libraries, and cafeterias.

Both M.S. 203 and Bronx Letters are limited unscreened district choice middle schools that admit students in sixth grade through the District 7 Middle School Choice Process. M.S. 203 also offers a humanities-focused program, which is academically screened. Bronx Letters admits

students in ninth grade through the Citywide High School Admissions Process. P168X serves students in both an inclusion program and self-contained classes. These students are placed based on individual student needs and recommended special education services. BSA 1 enrolls kindergarten students through a lottery, giving preference to students who reside in District 7.

Building X183 has the capacity to serve 1,679 students. Currently, the building serves approximately 1,040 students, yielding a target utilization rate of 62%. This includes the existing middle school, secondary school, and P168X. If this proposal is approved, the kindergarten through fourth grades of BSA 1 will be co-located with M.S. 203, Bronx Letters, and the District 75 program. In the 2013-2014 school year, when BSA 1 will serve kindergarten through fourth grades, there will be approximately 1,415-1,595 students served by M.S. 203, Bronx Letters, P168X, and BSA 1 in building X183, yielding a target utilization rate of 84-95%.

On April 2, 2012, the DOE amended the Building Utilization Plan (“BUP”) for this proposal to correct two typographical errors in a chart that indicated the change in room allocations between the 2012-2013 and 2013-2014 school years.

The details of this proposal have been released in an Educational Impact Statement (“EIS”) and amended BUP which can be accessed here: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2011-2012/April2012Proposals.htm>.

Copies of the EIS and amended BUP are also available in the main offices of Bronx Letters, M.S. 203, P168X, P.S. 30, and BSA 1.

### **Summary of Comments Received at the Joint Public Hearing**

The DOE held two Joint Public Hearings regarding this proposal. The first hearing took place at building X030 on April 5, 2012, and the second hearing took place at building X183 on April 17, 2012, 2012. At those hearings, interested parties had an opportunity to provide input on the proposal. Approximately 10 members of the public attended the April 5th hearing and one person spoke. Also present at the meeting were: Yolanda Torres, District 7 Community Superintendent; Tanya Jones, First Vice-President of Community Education Council (“CEC”) 7; Debra Michaux, Principal of P.S. 30; Carlos López, UFT Chapter Leader for P.S. 30; Jimmy Vlahakis from Success Charter Network; Roxan Marks, Children’s First Network Leader for P.S. 30; and Rosa Fernández, Gabrielle Mosquera, and Pier Duncan from the DOE Division of Portfolio Planning.

Approximately 106 members of the public attended the April 17th hearing, and 10 members of the public spoke. The following officials were present: Yolanda Torres, District 7 Community Superintendent; Tanya Jones, Tracy Woodall, Neyda Franco, and Lakesha Walker from CEC 7; Anna Hall, Principal of Bronx Letters; William Hewlett, Principal of M.S. 203; Rosa Nieves Greene, Principal of P168X; Jenny Sedlis from Success Charter Network; Maureen Murphy from the State University of New York; and Amanda Cahn, Rosa Fernández, Sonia Park, and Wanda Castro from the DOE Division of Portfolio Planning.

**The following comments and remarks were made at the Joint Public Hearing**

1. Several commenters (including CEC 7 President Tracy Woodall and M.S. 203 Principal William Hewlett) expressed concern about building safety if this proposal is approved since more students would attend schools in the building in the 2012-2013 school year and beyond.
2. Neyda Franco from CEC 7 asked what would happen if enrollment at M.S. 203 increases and more space is needed as a result. She also stated that the capital improvements to the building will not guarantee that every program has its own space and stated that she is skeptical about the DOE's promises to upgrade the building.
3. Several commenters expressed concerns about fire safety.
4. Several commenters disagreed with the plan because it would involve young children sharing the building with middle and high school students. They stated that the building is not equipped for young students.
5. A commenter stated that under the proposed shared space schedule, District 75 students would have limited access to the cafeteria for breakfast and lunch.
6. Several commenters contended that the "proposed" co-location has already been approved by the DOE.
7. A Bronx Letters student praised the school for changing her life and giving her many opportunities to grow and succeed. Another student praised William Hewlett's leadership as principal of M.S. 203.
8. Bronx Letters Principal Anna Hall stated that she was initially concerned about the proposal but after various conversations with the Office of Portfolio Management, she is confident that the DOE fully understands the competing needs of all schools in the building. She stated that she is grateful for the DOE's commitment to do construction in the building in order to increase capacity. Both Principal Hewlett and Principal Hall further stated that the campus' Building Council functions well in terms of communication and decision-making that is in the best interest of students. They stated that they look forward to working closely with BSA 1 to maintain the Building Council's record of success in addressing issues through effective communication.
9. Several commenters expressed general opposition to co-locations.
10. A commenter stated that the co-location would increase class sizes at the existing schools in the building.
11. A commenter stated that the co-location would impact the availability of extra-curricular programs offered by M.S. 203 and Bronx Letters.

## **Summary of Issues Raised in Written and/or Oral Comments Submitted to the DOE**

The DOE received 20 letters from Bronx Letters staff, students, and parents through the dedicated email address for this proposal. The DOE received one handwritten letter via mail from a District 75 parent. The DOE also received a comment from a Bronx Letters student via the dedicated Web site for this proposal. The DOE received no oral comments through the dedicated phone line for this proposal.

12. Several commenters praised Bronx Letters for its unique academic and extra-curricular programs. They wrote that the school has a positive culture where teachers know their students well, the school has a high graduation rate, and its students have attended excellent colleges.
13. Several student commenters wrote that they have great relationships with their teachers and their teachers care about their future.
14. Several commenters argued that extra-curricular programs at Bronx Letters would be cut as a result of the co-location.
15. Several commenters argued that Bronx Letters would lose its dance and art rooms as a result of the co-location. They further stated that students would no longer have dance, art, and AP classes.
16. A commenter wrote that AP classes should not be undermined due to space. The co-location would take away rooms that are currently used for AP classes. This would affect students' opportunities to take challenging classes to prepare them for college.
17. Several commenters stated that Bronx Letters uses some of its classrooms to help students who have fallen behind catch up with their work. Commenters also noted that Bronx Letters has a remarkable advisory program that needs the use of classrooms. The commenters concluded that these opportunities should not be taken away from students due to space constraints caused by the co-location.
18. Several commenters stated that the co-location would cause class sizes to increase at Bronx Letters and this would impact student achievement.
19. Several commenters stated that the hallways, which are already shared between M.S. 203 and Bronx Letters, would be more overcrowded with another school in the building.
20. Several commenters stated that Bronx Letters would not have access to the gymnasium and library as a result of the co-location.
21. Several commenters stated that elementary school students should not be sharing space with middle school students in the same building.

22. A commenter stated that the co-location proposal would undermine the progress made by the Math Department at Bronx Letters. According to last year's Progress Report, the school's weighted Regents pass rate was in the 89<sup>th</sup> percentile. This success is attributed to the fact that the school offers multiple opportunities to achieve, including elective courses like Statistics, Microeconomics, and Applied Math. If this co-location proposal is approved, commenters expressed the belief that the Math Department will no longer be able to offer the same range of classes with 14 fewer classrooms.
23. The Bronx Letters dance teacher wrote that students will no longer be able to continue learning different kinds of dance or create their own choreography for four yearly performances if their use of the dance room is limited to 10 hours per week.
24. A commenter stated that the co-location would increase class sizes at Bronx Letters, and limit arts classes and office hours. Additionally, the school would no longer have a college and enrichment office, which is vital in providing counseling services to students. Additionally, the teachers would no longer have a room to congregate and collaborate.
25. A District 75 parent wrote that she is concerned about the safety of the District 75 students in the building. She also wrote that P168X has 30 children who do not eat lunch in the cafeteria and she believes that the school needs to keep its classrooms on the second floor.
26. A commenter stated that with fewer classrooms Bronx Letters would have to reduce the number of self-contained classes it offers to high school students as well as the number of speech therapy sessions it offers.
27. A commenter stated that Bronx Letters would lose the use of the auditorium for most of the day, which means the school would have fewer events and assemblies.
28. A commenter stated for the record that the date of the April 5, 2012 hearing at X030 fell on Good Thursday.
29. A student commenter asserted that BSA 1 should not be co-located in public space. The Success Network has enough funds and resources to build its own building.

**The following comments and remarks were made at the Joint Public Hearing that were not related to the proposal**

30. A commenter expressed general opposition to closing and replacing underperforming schools and testing.
31. A commenter stated that M.S. 203 no longer has a dance program because of budget cuts.
32. A commenter stated that the mayor's support of charter schools to the detriment of public schools is an embarrassment to our city and country.

## **Analysis of Issues Raised, Significant Alternatives Proposed, and Changes Made to the Proposal**

- In response to comments 1, 3 and 25 which concern safety.

The DOE recognizes that safety is a concern among parents, students, and staff. The DOE is fully committed to working closely with Bronx Letters, M.S. 203, District 75, and BSA 1 to maintain a safe and secure environment in the building for all students and create a positive school culture.

The Office of School and Youth Development (“OSYD”) supports schools in maintaining a safe, orderly, and supportive school environment. OSYD works directly with Children’s First Network Safety Liaisons and schools to establish and implement integrated safety, discipline and intervention policies and procedures, to promote respect for diversity, and to nurture students’ pro-social behavior by providing them with meaningful opportunities for social-emotional learning. The DOE encourages all schools to seek support from OSYD to address any issues involving safety and security, including gang-related issues.

School Safety Agents (“SSAs”) are allocated to schools based on each building’s projected enrollment. The NYPD’s School Safety Division looks at a set of variables to determine the number of SSAs to deploy to a particular school building, including the crime rate, size and design of the building, enrollment, and grade span.

Pursuant to Chancellor’s Regulation A-414, every school/campus must have a School Safety Committee. The committee plays an essential role in the establishment of safety procedures, the communication of expectations and responsibilities of students and staff, and the design of prevention and intervention strategies and programs specific to the needs of the school. The committee is comprised of various members of the school community, including principals, charter school leaders, designees of all other programs operating within the building, the UFT Chapter Leader, a Custodial Engineer designee, and an in-house School Safety Agent Level III. The committee is responsible for addressing safety matters on an ongoing basis and making appropriate recommendations to the principals and charter school leaders when it identifies the need for additional tactics, such as security measures, intervention, or training.

Furthermore, the DOE makes available the following supports to schools relating to safety and security:

- Providing “Best Practices Standards for Creating and Sustaining a Safe and Supportive School,” as a resource guide;
- Reviewing and monitoring school occurrence data and crime data (in conjunction with the Criminal Justice Coordinator and the NYPD);
- Providing technical assistance via the Borough Safety Directors when incidents occur;
- Providing professional development and support to Children’s First Network Safety Liaisons;
- Providing professional development and kits for Building Response Teams; and

- Monitoring and certifying School Safety Plans annually.
- With regards to comment 3 concerning fire safety.

Every school has a fire safety plan which includes plans for fire drills and evacuations in case of emergencies. M. S. 203, Bronx Letters, P168X and BSA 1 should work with OSYD to address any concerns or modify the fire safety plan as needed.

Additionally, the School Safety Committee, described in detail above, is responsible for developing a comprehensive School Safety Plan that defines the normal operations of the site and what procedures are in place in the event of an emergency. The School Safety Plan is updated annually by the Committee to meet the changing security needs, changes in organization and building conditions and any other factors; these updates could also be made at any other time when it is necessary to address security concerns. The Committee will also address safety matters on an ongoing basis and make appropriate recommendations to the principals when it identifies the need for additional security measures.

Finally, several buildings in the city that are co-located with both district and/or charter schools and District 75 programs have to make similar plans for fire safety in the face of stairwells, and other building configuration issues. In many of those cases, the schools allocate one stairwell for the District 75 program only, so that those students do not have to wait to begin vacating the building. The DOE has suggested this to P168X, but the final decision on how to appropriately plan for these situations resides with the Building Council.

With regards to the portion of comment 25 which discusses students not eating lunch in the cafeteria. The DOE acknowledges that District 75 students have varying needs, and particularly for autistic students, situations like school cafeterias at lunch time can be overwhelming and difficult. The DOE has attempted to address this need by allocating the small cafeteria, formerly the teachers' cafeteria only, to District 75 for one period during the day. For more on this, please see the response to comments 5 and 25 below.

- In response to comment 2 concerning what would happen if enrollment increases at M.S. 203: M.S. 203's enrollment would not be affected by this proposal.

M.S. 203's projected enrollment is based on its historical figures and the DOE anticipates that its enrollment would be constant in future years.

In addition, District 7 operates a district-wide choice process for admission to middle school. This means that District 7 middle school students have a wide range of educational options. There is also sufficient capacity for all District 7 middle school students currently enrolled in the existing middle schools.

District 7 currently has 6,071 middle school seats compared to only 4,485 students enrolled in middle schools, yielding 1,586 excess middle school seats. The DOE also proposed to increase middle school capacity in this district by 255-300 seats through the expansion of P.S. 5 (07X005). These numbers also factor in the reduction of middle school seats at M.S.

223 The Laboratory School of Finance & Technology (07X223) which was approved by the PEP to expand to a 6-12 school starting in 2013-2014. Nevertheless, the DOE anticipates that this is more than enough to meet demand.

In response to the portion of comment 2 concerning construction plans for the X183 building: Upon consultation with various community stakeholders and a general reassessment of this proposal, the DOE has been investigating facilities upgrades to building X183. This would include construction to increase the number of available instructional spaces within the existing building. This construction would take place over a few years, and it would be captured in revised building utilization plans to be submitted to the PEP. More information will be made available once construction plans are finalized.

However, comment 2 stated that the construction will not guarantee each program has its own space. While it is true that some of the schools may still share floors, and construction would not change this, the DOE will work through the placement plan and make every effort to site schools in rooms that are contiguous with one another.

- Comment 4 and 21 express concern about an elementary school being co-located with a middle school.

The DOE believes, in the context of scarce resources and competing ends, that co-locations permits the DOE to maximize space in order to provide families with more high-performing educational options.

Due to space limitations, it is not unusual for varying grade levels to be co-located together. By the start of the 2012-2013 academic year, there will be 1,070 unique organizations co-located across 488 buildings Citywide. Excluding buildings where a district or charter school is solely co-located with a District 75 or District 79 school, there will be 895 unique district (793) and charter school (102) organizations co-located across 328 buildings. Among the 328 district/district and district/charter co-locations, 82 serve the same grade levels and 246 serve mixed grade levels.

There are many buildings Citywide with multiple grade levels served in the same building, where the schools are functioning and co-existing successfully. Building X183 has been one such building with a mixed co-location—elementary, middle, and high school grades are already co-located at this site. Specifically, P168X already serves K-5 students, Bronx Letters serves middle and high school students, and M.S. 203 serves middle school students in the X183 building.

- In response to comments 5, 15, 20, 23 and 27 concerning the scheduling of shared spaces.

The shared space schedule contained in the BUP is simply a proposal demonstrating how the schools may choose to allocate time in the building's shared spaces. Contrary to the assertions made by commenters, each school receives time in each of the building's shared spaces (with the exception of the teacher's cafeteria) on the proposed shared space schedule. The total amount of time allocated to each school in the proposed shared space schedule is

based on the proportional enrollments of the schools. In the case of the District 75 program, the DOE allocated its times in the gym and cafeteria based on its current schedule.

The schools can make different decisions about how to use those spaces and change the proposed schedule based on programmatic needs, provided the Building Council comes to an agreement of the final Shared Space Plan collaboratively.

- In response to comments 5 and 25 regarding the use of the cafeteria by P168X.

As described in the BUP, P168X will have exclusive access to the teacher's cafeteria and therefore will be able to meet the needs of all of its students. Lastly, in response to comment 25, P168X does not have any space on the second floor. All of P168X's classrooms are located on the fourth floor of the building. For more information about the footprint allocations for P168X, please refer to the response to comment 19 below.

- Comment 6 speculates that a decision has already been made about the proposal.

The DOE is committed to engaging with the community, including its elected representatives, for all proposals to implement a significant change in school utilization, as detailed in Chancellor's Regulation A-190. Chancellor's Regulation A-190 sets out the public review and comment process that the DOE undertakes with respect to all such proposals by the Chancellor (e.g., grade reconfigurations, re-sitings, co-location of schools, or phase-outs.)

The DOE considers all of the feedback received during the community engagement process and the joint public hearing. All public comments received at the joint public hearing or through the dedicated e-mail address and phone number for the proposal are included in this document, which is made available to the PEP prior to its vote on the proposal.

There has not yet been a final decision made about this proposal. The PEP will vote on this proposal at its meeting on April 26, 2012, at the Prospect Heights Educational Campus.

- Comments 7, 12 and 13 voice support for the staff, principals, and school communities at Bronx Letters and M.S. 203.

The DOE acknowledges and commends the students, staff, leadership, and partners of Bronx Letters and M.S. 203 for their hard work and dedication. Furthermore, this proposal is not a direct reflection of the performance of the schools in X183. This proposal is only based on the availability of space in the building and the DOE's belief that using this space would allow BSA 1 to continue serving its students and building on its successes.

- Comment 8 is in support of this proposal and does not require a response. The DOE fully supports the principals' efforts in creating an effective Building Council and will continue to support all schools, including BSA 1, if this proposal is approved. The DOE believes in the autonomy of Building Councils and principals to resolve issues.

- Comment 9 voices general opposition to co-locations.

While the DOE recognizes that not all community members may be in favor of this proposal, the DOE believes that this proposal would meet the community's need for more educational options. BSA 1 is part of a high performing charter management network, Success Academy Charter Network ("SCN"). Success Academy Charter Network operates nine public charter schools in Manhattan, Brooklyn, and the Bronx. Each of the four SCN elementary schools that received a Progress Report last year got an A. District 7 is currently the lowest performing district in the city and a site for BSA 1 will provide a high quality option for District 7 students and the community at large.

- In response to comments 10, 18 and 24 concerning class size.

This proposal is not anticipated to have an impact on class size. Class size is primarily determined by how principals choose to program classes at their school within their budget.

While the Footprint sets forth a baseline space allocation, school leaders are empowered to make decisions about how to utilize the space allocated to the school. Each principal, therefore, must make decisions about how and where students will be served within the space allocated to the school. The DOE, however, will provide support to the schools to ensure that the schools use the space efficiently in order to maximize capacity to support student needs and maintain appropriate delivery of special education and other related services to students.

The DOE also considers the total number of classrooms in the building and the number of sections currently programmed at all schools in the building or projected to be programmed to determine the availability of excess space and the baseline footprint allocation for each school. It is expected that all the schools in X183 will be able to continue to operate with similar class sizes if this proposal is approved.

- In response to comments 11 and 14 concerning extra-curricular programming at M.S. 203 and Bronx Letters.

The DOE does not anticipate that the proposed co-location of BSA 1 will impact instructional programming, or academic or extra-curricular programs and partnerships at M.S. 203 and Bronx Letters. M.S. 203 and Bronx Letters would continue to offer extra-curricular programs based on student interests, available resources, and staff support. The proposed co-location would not impact those opportunities. Students would continue to have the opportunity to participate in a variety of extra-curricular programs, though the specific programs offered at a given school are subject to change based on student demand and available resources.

Further, the DOE does not believe that this co-location would impact the relationships between students and teachers. Additionally, the DOE does not anticipate that this proposal will impact the educational outcomes of students, including the graduation rates and college attendance mentioned by the commenter.

- In response to comments 15, 16, 17 and 26 concerning the impact of the proposal on instructional programming at Bronx Letters.

The DOE does not anticipate that this proposal will affect the instructional programming and curriculum at Bronx Letters, including the dance, art, AP classes, and self-contained special education classes mentioned by the commenters, as well as the extra help opportunities available to students.

In all cases where schools are co-located, the DOE uses the Footprint to assess the minimum amount of space each school needs to operate successfully. At the middle and high school levels, the Footprint assumes every classroom is programmed during every period of the school day. As indicated in the BUP, each school has a footprint allocation of classroom and administrative space. These allocations are based on the number of class sections they program and the grade levels they serve. The Footprint also accounts for rooms for special education and other related services such as speech therapy. This proposal will not affect the schools' ability to serve their self-contained special education students.

The DOE believes that all schools in the building, including Bronx Letters, will be able to meet the instructional needs of their students within their space allocations as per the Footprint.

In response to the portion of comment 16 concerning the use of the dance room: The BUP allocates time in the dance room to all schools equitably based on their enrollment. P168X, BSA 1, and M.S. 203 have each been allocated a total of 7.5 hours weekly in the dance room. Bronx Letters, which has the largest enrollment in the building, has been allocated 10 hours weekly in the dance room. As mentioned before, schools can deviate from the proposed shared space schedule in order to accommodate their specific instructional programming.

- In response to comment 19 which voices concern that the school organizations located in the X183 building are already overcrowded and there is not enough space to add an elementary school to the building.

Building X183 has a target capacity of 1,679 students. In the current 2011-2012 school year, building X183 is serving approximately 1,040 students, yielding an estimated utilization rate of 62% of target capacity. This means that the building is not currently overcrowded and that there is actually excess space in the building that could be used more efficiently to serve students.

Additionally, the building was listed on the 2011-2012 under-utilized list. Schools are selected for the under-utilized list if they have a minimum of 300 seats currently available per the 2010-2011 Blue Book or they have a minimum of 300 seats projected to be available over the next 2-3 years (e.g., a current school in the building that is phasing out). For additional information about the under-utilized list, please refer to the January 12, 2012 under-utilized memo available on the DOE's Web site at:

<http://schools.nyc.gov/NR/ronlyres/6EBA8731-4A23-4E36-A528-157D795BA9CE/117487/UnderutilizedSpaceMemorandumUpdated011212.pdf>

If this proposal is approved, once BSA 1 has completed its expansion, there will be a total of 1,415-1,595 students served collectively by Bronx Letters, M.S. 203, P168X, and BSA 1 in building X183, yielding a total utilization rate of 84-95%.

- In response to comment 22 concerning this proposal's impact on academic performance at Bronx Letters.

As indicated above in the responses to comments 10, 11, 14, 15, 16, 17, 18, 24 and 27, the DOE does not anticipate that the proposed co-location of BSA 1 will affect the instructional programming, enrollment, or extra-curricular offerings of Bronx Letters. Therefore, there is no reason that the co-location will impact Bronx Letters' ability to build upon its past successes. The DOE believes that the students at Bronx Letters have been successful as a result of the strong teaching, leadership, and culture created by the staff at the school and commends the hard work that has led to this.

With regards to the portion of comment 22 claiming that Bronx Letters will lose 14 classrooms: As specified in the BUP, Bronx Letters, which currently has 10 full-size classrooms in excess of its baseline footprint allocations, will only lose 10 classrooms, not 14 classrooms by 2013-2014.

- In response to comment 28 regarding the scheduling of the joint public hearing: The DOE coordinated with the CEC and school leadership to schedule the joint public hearing in advance of the posting of the EIS and BUP. The DOE offered multiple dates in its communications with the principal and SLT, and April 5, 2012 was selected and agreed upon by all parties based on their availability.
- In response to comment 29 suggesting that BSA 1 should find its own private space.

The DOE believes that all children in public schools, including public charter schools, should have access to the physical space and resources necessary to provide educational programming pursuant to the Footprint. Thus, it makes efforts to provide public charter schools with access to DOE facilities where it is appropriate and beneficial to the community.

### **Changes Made to this Proposal**

- The BUP for this proposal was amended on April 2, 2012 to correct two typographical errors in a chart that indicated the change in room allocations between the 2012-2013 and 2013-2014 school years. However, this change did not significantly revise the proposal itself.